

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

School Results

School: Windsor Elementary School

District: RSU 12

Code: 3160-1440



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

Grade Level Summary Report

School: Windsor Elementary School
 District: RSU 12
 State: Maine
 Code: 3160-1440

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	39			132			14,129			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	38	38		130	130		13,789	13,820		97	97		98	98		98	98	
With an approved accommodation	4	4		21	21		2,191	2,213		11	11		16	16		16	16	
Current LEP Students	0	0		0	0		343	364		0	0		0	0		2	3	
With an approved accommodation	0	0		0	0		128	151								37	41	
IEP Students	6	6		28	28		2,190	2,201		16	16		22	22		16	16	
With an approved accommodation	4	4		20	20		1,777	1,778		67	67		71	71		81	81	
Students not tested in NECAP	1	1		2	2		340	309		3	3		2	2		2	2	
State Approved	1	1		2	2		244	218		100	100		100	100		72	71	
Alternate Assessment	1	1		2	2		218	203		100	100		100	100		89	93	
First Year LEP	0	0		0	0		10	0		0	0		0	0		4	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		16	15		0	0		0	0		7	7	
Other	0	0		0	0		96	91		0	0		0	0		28	29	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	39	1	0	38	12	32	20	53	2	5	4	11	753	130	18	55	16	11	748	13,789	13	57	21	9	746
MATH	39	1	0	38	11	29	14	37	6	16	7	18	743	130	17	48	15	20	742	13,820	21	40	19	20	743
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

Reading Results

School: Windsor Elementary School
 District: RSU 12
 State: Maine
 Code: 3160-1440

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

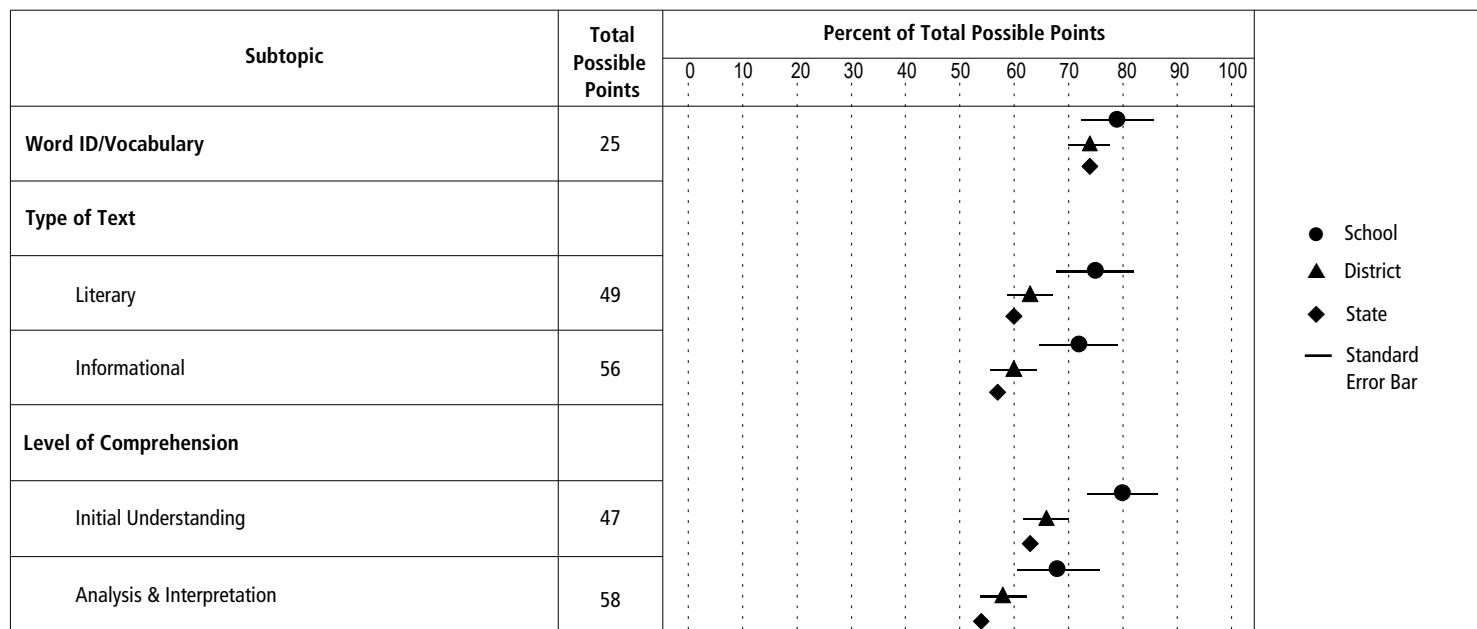
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	34	0	0	34	0	0	21	62	5	15	8	24	740
2010-11	39	1	0	38	15	39	14	37	7	18	2	5	753
2011-12	39	1	0	38	12	32	20	53	2	5	4	11	753
Cumulative Total	112	2	0	110	27	25	55	50	14	13	14	13	749
District													
2009-10	168	2	2	164	12	7	86	52	40	24	26	16	743
2010-11	158	5	0	153	26	17	80	52	32	21	15	10	747
2011-12	132	2	0	130	24	18	71	55	21	16	14	11	748
Cumulative Total	458	9	2	447	62	14	237	53	93	21	55	12	746
State													
2009-10	14,367	230	120	14,017	1,319	9	8,323	59	3,222	23	1,153	8	745
2010-11	14,420	297	110	14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12	14,129	244	96	13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
Cumulative Total	42,916	771	326	41,819	4,609	11	23,948	57	9,474	23	3,788	9	745





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Reading Results

School: Windsor Elementary School
 District: RSU 12
 State: Maine
 Code: 3160-1440

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	1	0	38	12	32	20	53	2	5	4	11	753	130	18	55	16	11	748	13,789	13	57	21	9	746
Gender																									
Male	21	1	0	20	6	30	11	55	1	5	2	10	754	72	13	53	21	14	745	7,120	8	57	23	12	744
Female	18	0	0	18	6	33	9	50	1	6	2	11	752	58	26	57	10	7	752	6,669	18	57	18	7	749
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						184	8	57	24	11	744
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						118	5	53	31	10	742
Asian	0	0	0	0										0						200	22	51	23	4	750
Black or African American	0	0	0	0										0						378	7	45	25	24	740
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	0	73	18	9	746
White	39	1	0	38	12	32	20	53	2	5	4	11	753	128	19	55	16	10	748	12,735	13	57	21	9	746
Two or more races	0	0	0	0										1						163	11	60	20	9	745
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						343	3	38	30	28	737
Former LEP student - monitoring year 1	0	0	0	0										0						37	24	73	3	0	754
Former LEP student - monitoring year 2	0	0	0	0										0						24	21	79	0	0	757
All Other Students	39	1	0	38	12	32	20	53	2	5	4	11	753	130	18	55	16	11	748	13,385	13	57	21	9	746
IEP																									
Students with an IEP	7	1	0	6										28	4	25	29	43	734	2,190	1	24	38	37	732
All Other Students	32	0	0	32	11	34	19	59	1	3	1	3	756	102	23	63	13	2	752	11,599	15	63	17	4	749
SES																									
Economically Disadvantaged Students	18	0	0	18	3	17	10	56	2	11	3	17	748	67	12	48	22	18	744	6,251	6	52	28	15	742
All Other Students	21	1	0	20	9	45	10	50	0	0	1	5	758	63	25	62	10	3	753	7,538	19	61	15	5	750
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	39	1	0	38	12	32	20	53	2	5	4	11	753	130	18	55	16	11	748	13,784	13	57	21	9	746
Title I																									
Students Receiving Title I Services	6	0	0	6										22	9	41	36	14	742	1,957	5	43	38	14	740
All Other Students	33	1	0	32	11	34	16	50	1	3	4	13	753	108	20	57	12	10	749	11,832	15	59	18	8	747
504 Plan																									
Students with a 504 Plan	0	0	0	0										4						387	7	59	26	8	744
All Other Students	39	1	0	38	12	32	20	53	2	5	4	11	753	126	18	55	16	11	748	13,402	13	57	21	9	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

Mathematics Results

School: Windsor Elementary School
 District: RSU 12
 State: Maine
 Code: 3160-1440

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

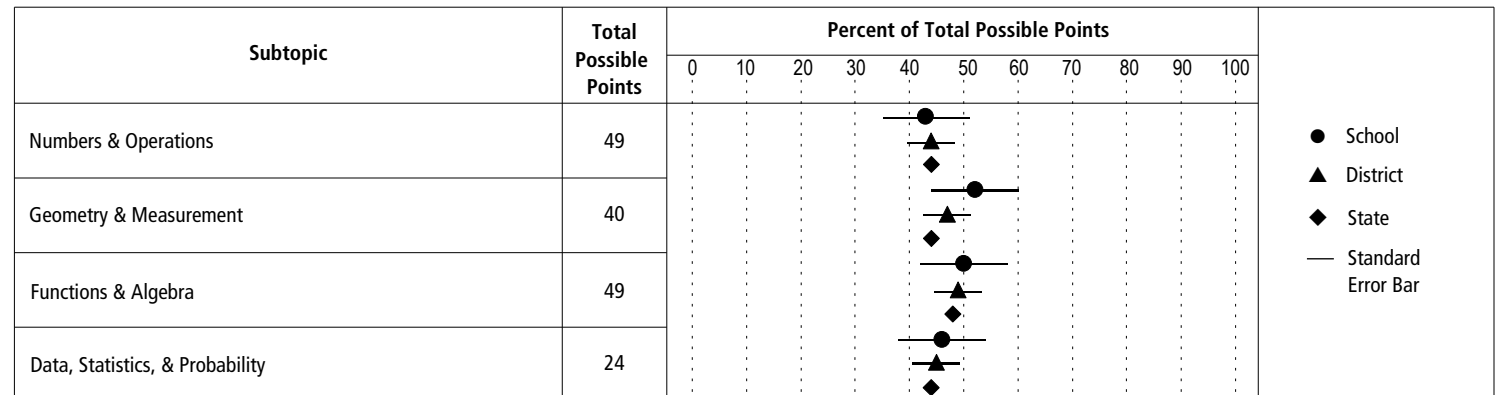
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	34	0	0	34	2	6	15	44	4	12	13	38	737
2010-11	39	1	0	38	6	16	12	32	11	29	9	24	741
2011-12	39	1	0	38	11	29	14	37	6	16	7	18	743
Cumulative Total	112	2	0	110	19	17	41	37	21	19	29	26	740
District													
2009-10	168	2	2	164	21	13	66	40	33	20	44	27	740
2010-11	158	3	0	155	31	20	56	36	34	22	34	22	742
2011-12	132	2	0	130	22	17	63	48	19	15	26	20	742
Cumulative Total	458	7	2	449	74	16	185	41	86	19	104	23	741
State													
2009-10	14,367	212	116	14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11	14,420	247	129	14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12	14,129	218	91	13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
Cumulative Total	42,916	677	336	41,903	7,782	19	17,119	41	8,482	20	8,520	20	742





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Mathematics Results

School: Windsor Elementary School
 District: RSU 12
 State: Maine
 Code: 3160-1440

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	1	0	38	11	29	14	37	6	16	7	18	743	130	17	48	15	20	742	13,820	21	40	19	20	743
Gender																									
Male	21	1	0	20	4	20	11	55	3	15	2	10	744	72	11	53	17	19	742	7,138	21	40	19	20	743
Female	18	0	0	18	7	39	3	17	3	17	5	28	742	58	24	43	12	21	743	6,682	20	40	20	20	742
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										0						186	16	36	24	24	740
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						117	7	40	26	27	738
Asian	0	0	0	0										0						205	28	37	16	19	745
Black or African American	0	0	0	0										0						390	7	26	22	45	734
Native Hawaiian or Pacific Islander	0	0	0	0										0						11	45	18	9	27	748
White	39	1	0	38	11	29	14	37	6	16	7	18	743	128	17	49	14	20	742	12,749	21	40	19	19	743
Two or more races	0	0	0	0										1						162	22	35	22	22	742
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						364	4	25	21	50	733
Former LEP student - monitoring year 1	0	0	0	0										0						37	24	62	11	3	747
Former LEP student - monitoring year 2	0	0	0	0										0						24	50	38	13	0	751
All Other Students	39	1	0	38	11	29	14	37	6	16	7	18	743	130	17	48	15	20	742	13,395	21	40	19	19	743
IEP																									
Students with an IEP	7	1	0	6										28	0	21	14	64	731	2,201	3	18	19	60	731
All Other Students	32	0	0	32	11	34	12	38	6	19	3	9	746	102	22	56	15	8	745	11,619	24	44	19	13	745
SES																									
Economically Disadvantaged Students	18	0	0	18	1	6	8	44	4	22	5	28	739	67	6	43	21	30	739	6,273	10	36	24	29	739
All Other Students	21	1	0	20	10	50	6	30	2	10	2	10	746	63	29	54	8	10	746	7,547	29	43	15	12	746
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	39	1	0	38	11	29	14	37	6	16	7	18	743	130	17	48	15	20	742	13,814	21	40	19	20	743
Title I																									
Students Receiving Title I Services	6	0	0	6										22	0	50	23	27	739	1,963	5	28	30	37	737
All Other Students	33	1	0	32	11	34	12	38	5	16	4	13	744	108	20	48	13	19	743	11,857	23	42	18	17	744
504 Plan																									
Students with a 504 Plan	0	0	0	0										4						388	16	38	22	24	741
All Other Students	39	1	0	38	11	29	14	37	6	16	7	18	743	126	17	48	15	20	742	13,432	21	40	19	20	743

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.